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ABSTRACT

The Community College of Vermont has developed a Student Progress Portfolio designed to help students become self-reliant and continuous learners. The Portfolio is divided into four primary sections: Assessment, Planning, Implementation, and Evaluation. It is intended to be used as a handbook by either groups or individuals to establish educational goals and priorities and develop techniques for their achievement. The Assessment section provides exercises to enable the student to identify personal and educational goals, personal attributes, and preferred learning style, and provides a method for prioritizing those goals. The Planning section introduces a variety of learning models, e.g., Clusters, Work Experience Programs, Classroom Instruction, Independent Study, and Experiential Models. Procedures are outlined for degree planning and course selection. The Implementation section presents ideas and procedures to follow to identify course objectives and make full use of educational resources. Evaluation is the fourth stage in the learning process and the Portfolio provides a set of directed questions to help the student evaluate learning experiences in the context of personal goals. (DR)

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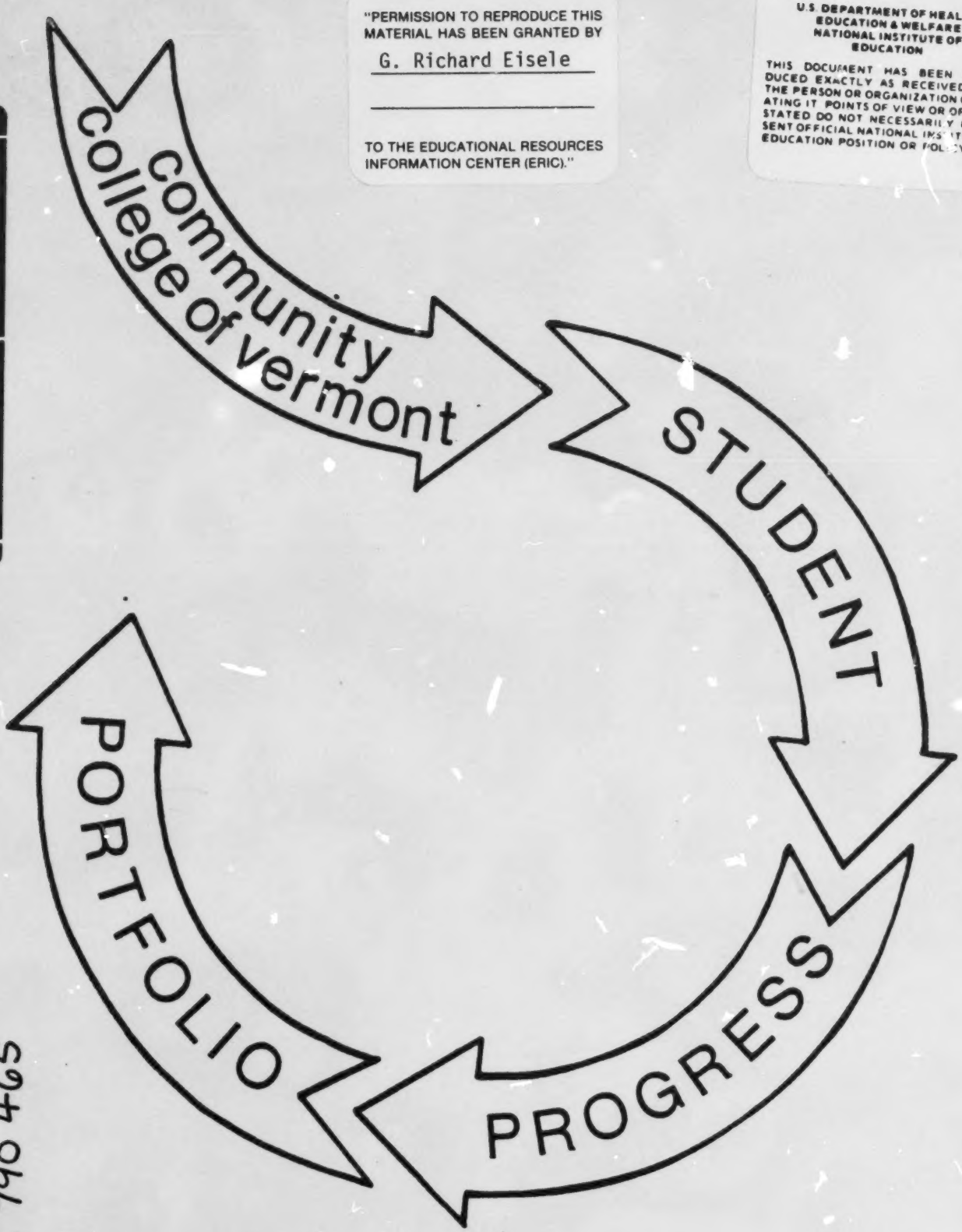

The Student Progress Portfolio has been designed to be used in conjunction with the Community College of Vermont Student Handbook. Please refer to it for further information about the College and the degree process.

Community College of Vermont
1978

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Give me a fish;
I'll eat for a day.

Teach me to fish;
I'll eat for a lifetime.

INTRODUCTION

The purpose of this portfolio is to introduce and take you through the phases of C.C.V.'s educational philosophy.

THE CCV EDUCATION PHILOSOPHY

We *assume* that people can continue to learn significant things throughout their lives. Significant learnings means growth and change - change not only in what knowledge is acquired, but also in how we perceive the world and how we act in it.

We *assume* also that, with help, any of us can achieve greater control over our lives, while becoming more active in society. We are not simply at the mercy of the world. We are responsible parts of it. And we can work to change it.

We *assume*, finally, that the highest purpose of education is to help people take greater responsibility for their own lives and to share more fully in the lives of others.

Therefore, the primary educational goal of the College is to foster self-reliant learners - people who have learned how to learn. Such people see themselves as competent, whole people, able to decide what they want, act to attain it, and determine when they have it. Through their education, learners should develop the following characteristics:

I. Learners should be able to guide the directions of their lives. this requires developing competence in *self-awareness* and *communications*.

II. Learners should be able to work and live as productive community members. This means developing competence in *interpersonal* and *community relationships* as well as in *cultural* and *historical awareness*.

III. Learners should be competent in relation to the physical world. They should develop an understanding of the *natural environment* as well as competence in a *physical or manual* area.

IV. Learners should be able to think critically, act creatively, and have a knowledge base for doing so. This requires development of *analytical competence, creative competence,* and a significant *knowledge* base.

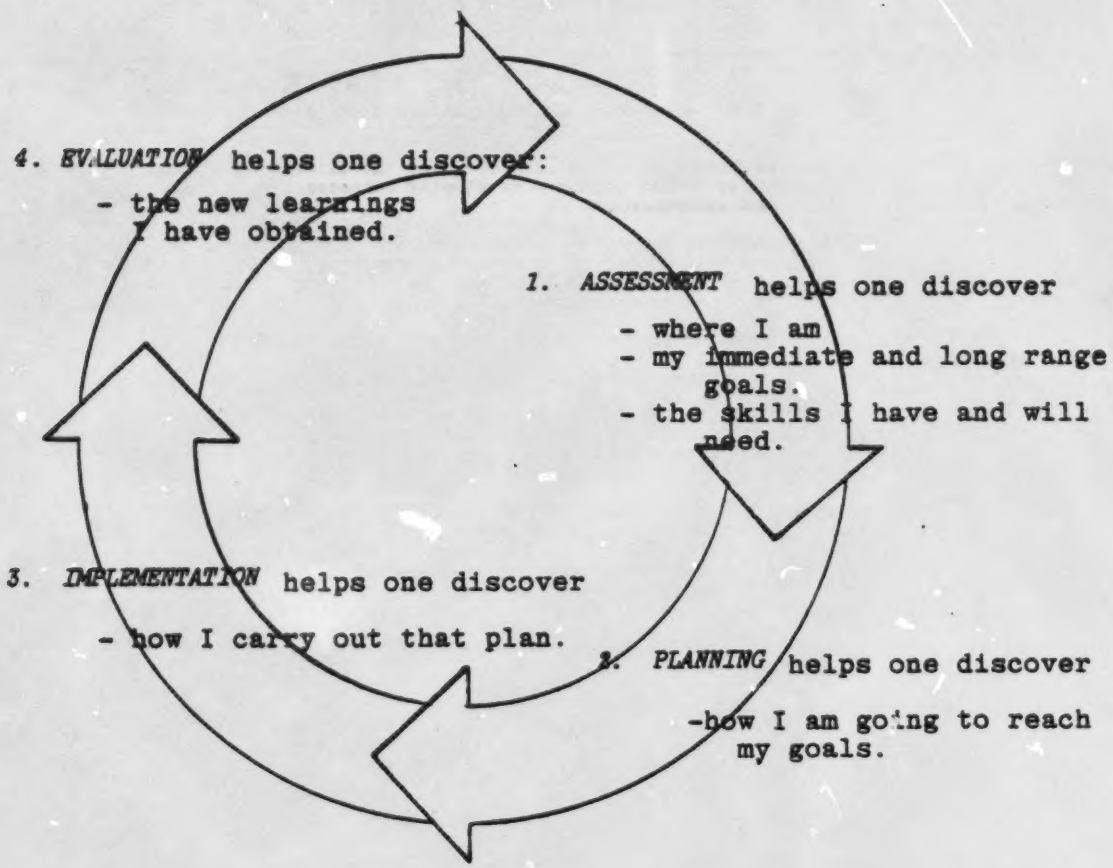
Finally, the Community College believes that be focusing on learning, both in class and out, in the past and in the present, we grow in our ability to continue to learn in the future. The more we come to view ourselves as continual learners, the more self-reliant we become.

You will learn more about these "areas of competence" when you begin to develop your study plan. That is also where you will complete an academic assessment of prior learning. For now, this book will focus on the way we help you achieve more self-reliance, both in your educational plans and in your life.

LEARNING TO LEARN

Self-reliant learners are seen as people who can *assess* where they are, where they have been, and where they need to go. They can *plan* how to reach their goals, *implement* the plan, and reflect on and *evaluate* their new learning. The self-reliant learner can then use this new learning in other cycles of assessment, planning, implementation, and evaluation.

The way this book is set up revolves around these four phases of our learning and degree process. You will be discovering how to use them, both for obtaining a degree and in any learning experience you become involved in.


4. EVALUATION helps one discover:
- the new learnings I have obtained.
1. ASSESSMENT helps one discover
- where I am
- my immediate and long range goals.
- the skills I have and will need.
3. IMPLEMENTATION helps one discover
- how I carry out that plan.
2. PLANNING helps one discover
-how I am going to reach my goals.

With the help of C.C.V. staff members and the community, this is how it works:

Your Contributions:

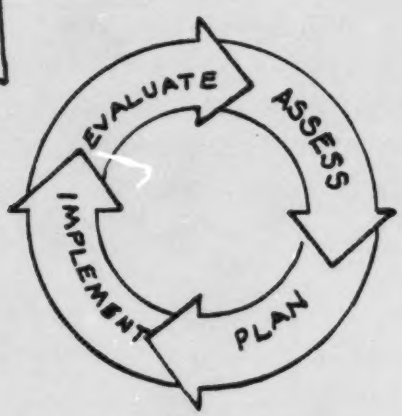
Abilities	Experiences
Needs	Values
Goals	Obstacles

etc.

C.C.V. and Community Contributions:

Counseling	Materials
Instruction	
Facilities	
Administration	

etc.



Your Outcomes:

Increased:

Self-reliance
Competence
Skills, Knowledge
and a CCV Degree!

WAYS OF USING THE STUDENT PROGRESS PORTFOLIO

The Student Progress Portfolio has been designed to be used in several ways. It may be used as part of a Learning Support Group, in group sessions or workshops, or you may use the book along with individual counseling.

It is important to note that the book contains a sizeable amount of material. The Assessment section is the largest, and while it appears long, the individual exercises are short. Allow yourself time to go through and think about the exercises. They are designed to be used in a sequence which will eventually pull together the ideas into a final Assessment Profile. The same is true of the Planning section. The end result of it is the Study Progress Plan, a form you will fill out with the College each semester. The Implementation and Evaluation sections are important resources for those first two sections. Refer to them at appropriate times during your learning experiences. The final section, the Student Record, is a place to add your important papers, forms and evaluations.

Please remember that counselors are available at any point to help with directions or to help clarify the exercises, suggestions, or procedures. This is especially important if you are using the book by yourself without a group setting. If this is the case, there are two places where you should use information as a basis for a counseling session. The first is after you have completed the first part of the Assessment Profile. The second is after the Planning Section when you are ready to complete your Study Progress Plan (or when you update it in the following semesters).

EVALUATION
ASSESSMENT
IMPLEMENTATION
PLANNING

As mentioned in the introduction, Assessment is a process to help you discover "where you are", "what you have", and "where you are going".

The Assessment section is divided into several categories with exercises to help you discover and clarify your goals. At the end, the "Assessment Profile" will help you tie together the entire section.

Part A. What I Want

Part B. Planning for Living

Part C. Inventory of Goals

Part D. Making a Tentative Decision

Part E. Learning Style Inventory

Part F. Developmental Skills Assessment

Part G. Assessment Profile

Skim through the whole section before you begin. This will give you an idea of the material which will be covered in Assessment. Complete each part before going on to the next. Finally, give each part some time and thought, and if you need help along the way, talk with a counselor.

PART A: WHAT I WANT

To begin with...

Many of the questions, steps, and processes this workbook will guide you through focus on educational needs and demands. To start the process, it is important to think about yourself and the kind of person you are. Keep in mind that there are no "right" answers. The exercises will help you look at who you are at this time in your life.

In the list below, please check those items which you consider to be generally descriptive of yourself at the present time. Leave the answer space blank when an item does not describe you. If you feel doubtful about whether an item applies to you, leave it blank.

Your first impression is generally best, so work quickly.

_____ FRIENDLY
_____ NERVOUS
_____ PLEASANT AND AGREEABLE
_____ HELPFUL
_____ ENCOURAGE OTHERS
_____ IRRITABLE
_____ OFTEN ADMIRED
_____ LIKE RESPONSIBILITY
_____ SELF-RELIANT
_____ BUSINESSLIKE
_____ CRITICAL OF OTHERS
_____ HAVE DIFFICULTY SLEEPING
_____ WELL THOUGHT OF
_____ FORCEFUL
_____ ABLE TO TAKE CARE OF SELF
_____ CAN BE INDIFFERENT TO OTHERS
_____ CAN BE FRANK AND HONEST
_____ FIRM BUT JUST
_____ ABLE TO DOUBT OTHERS
_____ OFTEN GLOOMY
_____ ABLE TO CRITICIZE SELF
_____ APOLOGETIC
_____ GRATEFUL

_____ ADMIRE AND IMITATE OTHERS
_____ STRAIGHTFORWARD & DIRECT
_____ FREQUENTLY DISAPPOINTED
_____ TOUCHY AND EASILY HURT
_____ EASILY EMBARRASSED
_____ LACK SELF-CONFIDENCE
_____ OFTEN HELPED BY OTHERS
_____ ACCEPT ADVICE READILY
_____ FEEL LEFT OUT
_____ DISILLUSIONED ABOUT LIFE
_____ SOCIABLE & NEIGHBORLY
_____ WARM
_____ KIND & REASSURING
_____ TENDER & SOFT-HEARTED
_____ GIVING ADVICE
_____ BOSSY
_____ PROUD & SELF-SATISFIED
_____ THINK ONLY OF SELF
_____ IMPATIENT WITH OTHERS' MISTAKES
_____ SARCASTIC
_____ COMPLAINING
_____ FEEL INFERIOR

12

_____ JEALOUS
_____ SHY
_____ PASSIVE & UNAGRESSIVE
_____ WANT TO BE LED
_____ LET OTHERS MAKE DECISIONS
_____ FOND OF EVERYONE
_____ LIKE EVERYBODY
_____ SELF-PUNISHING
_____ GENEROUS TO A FAULT
_____ OVERPROTECTIVE OF OTHERS
_____ MANAGE OTHERS
_____ DICTATORIAL
_____ SELFISH
_____ EGOTISTICAL & CONCEITED
_____ FREQUENTLY ANGRY
_____ HARD-HEARTED
_____ STUBBORN
_____ REBEL AGAINST EVERYTHING
_____ COLD & UNFEELING
_____ TIMID
_____ LACK ENERGY
_____ ASHAMED OF SELF
_____ LIKE TO BE TAKEN CARE OF
_____ WILL BELIEVE ANYONE
_____ LOVE EVERYONE
_____ TOO WILLING TO GIVE TO OTHERS
_____ TRY TO COMFORT EVERYONE

Now, review all the items that you checked and use these descriptive words to make a statement about the kind of person you are.

I am _____

_____

_____

_____

_____

_____

_____

_____

_____

On the whole, are you able to accept the kind of person you are? YES _____ NO _____

If no, what are the items you checked about yourself that you would like to change?

_____

_____

_____

_____

_____

_____

_____

_____

PART B: PLANNING FOR LIVING

Many of us act as though the future is something that happens to us rather than something we create every day. We accumulate obligations and responsibilities as we go through life, and because of this many people tend to explain their current activities in terms of where they have been rather than where they are going. Because it is over, the past is unmanageable. Because it has not happened, the future is manageable.

The following exercises are designed to help you think about where you are, where you want to go, and the resources you have for getting there. The first is a life line where you will trace your life, taking in the past, present, and future. The second exercise asks you to focus on your present roles and responsibilities based upon that life line. In the third and fourth exercises, you will look at the future and begin to think about making plans for it.

EXERCISE 1: LIFE LINE

Using the lower half of this page, draw a line to represent your life line and put a check mark on it to show where you are right now. As you proceed, try to think about the kinds of things you were doing at each stage of your life before now. (Some examples might be: schooling, jobs, travel, achievements and failures, and relationships which were/are important to you.) The line can be straight, curved, slanted, jagged, etc.. Its importance is that the shape of the line represents something about how <u>you</u> think about <u>your</u> life.

EXERCISE 2: ROLES AND RESPONSIBILITIES

In exploring the check mark on your life line, write *TEN* different roles and/or responsibilities you now have in life. Try to list those things which are really important to your *SENSE OF YOURSELF*. Things that, if you lost them, would make a radical difference to your identity and the meaning of *YOUR* life.

1. _____ | _____
2. _____ | _____
3. _____ | _____
4. _____ | _____
5. _____ | _____
6. _____ | _____
7. _____ | _____
8. _____ | _____
9. _____ | _____
10. _____ | _____

Rating

RANK - ORDERING

Consider each role and/or responsibility separately. Try to imagine how it would be if that item were no longer true for you. For example, if "husband" or "wife" is one of the items, what would the loss of your spouse mean to you? How would you feel? What would you do? What would your life be like? After reviewing each item in this way, rank-order the items in the list by putting a number in the box to the right of each item. Put "1" beside the item which is most essential to your sense of yourself and whose loss would require the greatest struggle.

Put "10" beside the item which is least essential to your sense of yourself. Try to rank-order all items in this way, without any items tying for first place, second place, third place, etc. If some items in your list are aspects of you that you dislike and would like to be rid of, they don't *necessarily* fall in the lower end of the rank-order. The question for rank-ordering is: *How Big* would the adjustment struggle be if you lost that item? Some aspects of yourself that you dislike might be very hard to give up!

EXERCISE 3: EULOGY

With the sense you have gained of who you are and the importance of your roles and responsibilities, it is now time to explore the future end of your life line.

A eulogy is a short speech which is delivered at a funeral. The task here is for you to write a realistic eulogy to be delivered about you at your funeral at some point in the future.

Don't write the eulogy that could be realistically delivered if you died tomorrow unless it represents all you want to be in the future. Give yourself time, hope, and allow yourself some fantasy and wishful thinking. Reflection time, silence, and being alone time is helpful.

EULOGY

EXERCISE 4: FANTASY DAY

Having explored the check mark and the future end of the life line, now sample the space in between. To do this, construct a fantasy day sometime in the future. The day can be a "special day" that you would love to experience, or it can be the kind of "typical day" you wish would characterize your life. You can create a week instead of a day. The important thing is to create an experience you really want sometime in the future.

PART C: INVENTORY OF GOALS

The purpose of taking inventory is to give you an outline to help close the gap between where you are and where you want to be. Your concern here should be to describe as fully as possible your aims and goals in all areas of your life.

Consider all goals that are important to you - whether they are relatively easy or difficult to attain. Be honest with yourself. Having fun and taking life easy are as legitimate goals as being president. You will have a chance to rate the relative importance of your goals later. Now you should just try to discover all of the things that are important to you.

To help make your inventory complete, we have listed general goal areas on the following pages. They are:

1. CAREER SATISFACTION
2. STATUS AND RESPECT
3. PERSONAL RELATIONSHIPS
4. LEISURE SATISFACTIONS
5. LEARNING AND EDUCATION
6. SPIRITUAL GROWTH AND RELIGION
7. _____

These categories are only a general guide; feel free to change or redefine them in the way that best suits *YOUR OWN LIFE*. The unlabeled area 7 is for goals you think of that do not seem to fit into the other categories.

DIRECTIONS: First fill out your own goals on the left hand side of the inventory, making any redefinitions of the goal areas you feel are necessary. Ignore for the time being the three columns on the right hand side of each page. Directions for rating these columns will follow.

1. CAREER SATISFACTION

General Description: Your goals for future jobs or careers, including specific positions you want to hold.

Your definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-ought-want Criteria
1.			
2.			
3.			

RATING

2. STATUS AND RESPECT

General Description: To what groups do you want to belong? What are your goals in these groups? To what extent do you want to be respected by others?

Your definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-Ought Want Criteria
1.			
2.			
3.			

RATING

3. **PERSONAL RELATIONSHIPS**

General Description: Goals in relationships with your loved ones, friends, people in general.

Your Definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W.)	Must-Ought Want Criteria
1.			
2.			
3.			

RATING

4. **LEISURE SATISFACTIONS**

General Description: Goals for your leisure time and pleasure activities - hobbies, sports, vacations, interests you want to develop.

Your Definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-Ought Want Criteria
1.			
2.			
3.			

RATING

5. LEARNING AND EDUCATION

General Description: What would you like to know more about? What skills do you want to develop? To what formal education do you aspire?

Your Definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-Ought Want Criteria
1.			
2.			
3.			

RATING

6. SPIRITUAL GROWTH AND RELIGION

General Description: Goals for peace of mind, your relation to the larger universe, devotional life.

Your definition (if different):

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-Ought Want Criteria
1.			
2.			
3.			

RATING

7. _____

Definition:

Particular Goals	Importance (H,M,L)	Skill Assessment (O.K.,N.W)	Must-Ought Want Criteria
1.			
2.			
3.			

R A T I N G

(Rating next page...)

DIRECTIONS FOR RATING GOALS:

Goal Importance: Now that you have completed the inventory, go back and rate the importance of each goal according to the following scheme:

H - Compared to my other goals, this goal is very important.

M - Moderately important.

L - A lot of other goals are more important than this one.

* * * * * * *

Skill Assessment: According to the following scheme, rate each goal accordingly:

OK - I have the necessary skills already in hand to accomplish this goal.

NW - I need to work to first develop the skills necessary to accomplish this goal.

* * * * * * *

Must, Ought, Want Criteria: In the last rating space, write whether this is a goal that reflects something you feel you must do, ought to do, or really want to do using these definitions:

M - I have no real choice. This goal represents something that I must accomplish.

O - Although I don't have to do it, I feel I ought to do it. It is expected.

W - I really want to accomplish this goal. It would make me feel really good and reflects my own personal needs and not just demands or expectations of others.

PART D: MAKING A TENTATIVE DECISION

As you have discovered, not all goals require help from others. Some are important enough though, to justify hard work on your part to gain the necessary skills and knowledge to accomplish them. The task here is to make a tentative decision on how the Community College of Vermont can help you accomplish those goals where you will need help.

From the goal inventory select the goals you rated most important, require skill development, and those which reflect things you really want to accomplish (i.e. would make a meaningful difference to your life). List the goals on the following worksheet and work through the questions.

Then, move on to the pages with obstacles and first steps. Treat your first attempt on these questions as "drafts". You will want to return to this section as you confront additional obstacles in the future.

GOAL CLARIFICATION
CHECK LIST & WORKSHEET

List Your Goals	Choosing Criteria			Educational Criteria		Acting Criteria	
	How important is it that you achieve this Goal?	How would you rate your current skills in obtaining this goal?	Does this goal reflect something that you really want to do?	Is this a goal that additional formal education would help you accomplish?	Do you believe that only a course or two will help, or is more needed, eg. a Degree?	Are you in a position to start working toward this goal now?	How would you rank-order these goals in terms of immediate needs, eg. 1,2,3,4, etc?
	1	2	3	4	5	6	7

REMOVING OBSTACLES

What personal limitations will keep you from achieving your goals?

1. _____
2. _____
3. _____
4. _____

What obstacles in the world will keep you from achieving your goals?

1. _____
2. _____
3. _____
4. _____

What can you do to eliminate or lessen the effect of any of these obstacles or shortcomings? (Note that you need not eliminate the block entirely. Anything you can do to lessen the force of the obstacles will start you moving toward your goals.)

Obstacle	What Can You Do?
_____	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
_____	_____
	_____
	_____

FIRST STEPS

What specific things can you do which will move you toward your goals?

1. _____

2. _____

3. _____

4. _____

5. _____

Circle the one which you are going to emphasize the most.

	Who can help you achieve your goals?	*What will you ask of them?*
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

PART E: LEARNING STYLE INVENTORY

In the previous exercises you have identified some of your most important interests and goals and have looked at the first steps necessary to strengthen skills and move toward those goals.

This section will introduce you to a questionnaire called the Learning Style Inventory. It was designed by an educator who is interested in how adults best learn. Your counselor will have or can obtain copies of the Learning Style Inventory.

The questions to ask yourself are: How much do you know about how you learn? Are you a person who loves to read? Are you someone who learns by watching others, by doing things, by thinking?

The Learning Style Inventory is designed to measure the kind of learner you are. It will show you which of the different learning modes (feeling, watching, thinking, doing) you are most comfortable and skillful with. By looking at your areas of strength, it will help you look at areas for improvement. Since the theory behind the inventory is that learning occurs as part of a whole cycle, 1. feeling (experiencing), 2. watching (reflecting on the experience), 3. thinking (forming a new idea about it), and 4. doing (acting based upon the new idea), the results will show you both your strengths and weaknesses in this learning cycle.

It also gives you an opportunity to compare your strengths with people from a wide variety of backgrounds including teachers, counselors, engineers, salespersons, and managers. Other C.C.V. students who have used the inventory report that it helped them to think about themselves in new ways, discuss styles with others, and gain new understanding of this learning cycle.

PART F: DEVELOPMENTAL SKILLS ASSESSMENT

If you are like many people returning to school after several years away from an educational setting, you have spent time working, raising a family, or perhaps volunteering for your community. Or you may have just graduated from high school. For whatever reason, you have decided to continue your education.

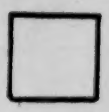
In this section you can begin to examine some of the skills you may need to work toward and meet your goals: writing, reading, studying skills, and working with numbers. They are major skills upon which learning depends. You will be introduced to a number of questionnaires to help you gain new awareness of both your potential strengths and weaknesses in these skill areas. As you plan your studies, you will have a greater knowledge of the skills you possess and those you may want to work on. If you decide, at a future time, to develop your learning into a C.C.V. study plan/contract for a degree, you will be able to use the questionnaires as a method of documenting your skills.

Your counselor can obtain copies of each assessment questionnaire. You may take them as part of a class or support group, a workshop, or individual counseling sessions. For now, read through the descriptions and check (in the boxes to the right) the questionnaires you feel would be most appropriate for you.

1. Writing Assessment

How do you feel about your writing skills? Do you feel prepared to express your ideas in a clear, organized way, without grammatical errors? If you write well, could you benefit from learning how to polish your style?

The writing exercise asks you to write an essay of 1-2 pages on a subject which is familiar to you. Together with an evaluator, you will both evaluate strengths and weaknesses in your writing skills, and, if needed, you will be able to plan future learning experiences.



2. Reading Assessment

Are you able to read from a variety of books on different subjects and understand the ideas in them? How do you feel about your ability to read about and understand such concepts as "communication" and "self-awareness"? Is your understanding of vocabulary sufficient to meet your goals?

The reading questionnaire helps you assess your ability to state the main idea and three words in each of three paragraphs. As in the writing assessment, you will meet with an evaluator to discuss your reading skills and obtain help in planning needed work.

3. Study Skills Assessment

Do you know how to plan your study time? Are you familiar enough with libraries and resources to seek out additional information, people, and organizations to help with your studying? Do you know how to take notes, study for a test, write a reasearch paper?

The study skills questionnaire helps you assess your studying ability in eight different categories such as those mentioned above.

4. **Math Assessment**

How do you feel about your ability to work with numbers? Is balancing your checkbook a chore?

The math assessment helps you look at some of your strengths and weaknesses in life/math skills. It is designed, not to identify a math level which you should achieve, but to look at your ability to work with numbers such as whole numbers, fractions, decimals, and percents. Other questions will make practical use of these skills in solving everyday problems.

PLEASE NOTE: If your educational goal with C.C.V. includes competence in math, that level will be determined by you and the College (when you meet with a Local Review Committee). This assessment does not attempt to identify levels of competence for math or analytical skills needed in professional positions. Also, if you plan to go on to a four year school after C.C.V., you will need to discover the math requirements of that school. You may choose to begin work toward meeting those requirements at C.C.V. You may talk with admissions counselors at the school where you plan to transfer, or look at college catalogs. Since math requirements vary greatly from one school to another, it would be helpful to discover your needs early.

Directions:

The purpose of the Assessment Profile is to provide you with an overall picture of what you have, where you are going, and how you plan to reach your goals. Using Part One of this book, fill in the information you have gained from this assessment process. You may use the Assessment Profile to talk with a counselor about your future plans with C.C.V.

WHAT I HAVE:	WHERE I
1. What kind of person I am:	1. Changes I want:
2. Roles and responsibilities:	2. Future roles and
3. Most important goals:	3. Needed skills and
a. Career: →	a.
b. Status and respect: →	b.
c. Personal relationships: →	c.
d. Leisure: →	d.
e. Learning and education: →	e.
f. Spiritual and religion: →	f.
g. Other →	g.
4. Shortcomings or obstacles:	4. Things I can do about
5. Learning Styles strengths and Weaknesses:	5. Choices of learning
6. Developmental skills strengths and weaknesses:	6. Areas to work on:
a. Writing →	a.
b. Reading →	b.
c. Study skills →	c.
d. Math →	d.
7. CCV Goal:	7.

AM GOING	HOW TO GET THERE:
	1.
responsibilities:	2.
knowledge:	3. → a. → b. → c. → d. → e. → f.
them:	4.
styles:	5.
	6. → a. → b. → c. → d.
	7.

EVALUATION
ASSESSMENT
IMPLEMENTATION
PLANNING

In the Assessment section, you have discovered a good deal of information about yourself and have recorded it on your Assessment Profile. Using that information and the needs and goals you have identified with the help of a counselor, you will now look at the second of the four stages of the C.C.V. learning process: *PLANNING*.

The Planning section introduces you to a variety of ways to learn at C.C.V. Since the College believes learning occurs not only in the classroom but in your job and life, it offers a series of "learning models" to answer a number of your learning needs.

1. Using the information from the Assessment Profile, what are the ways you best learn? _____

_____

_____

2. What are some of your learning weaknesses you would like to improve upon? _____

_____

_____

Keeping in mind these two questions, read through the descriptions of the learning models and check (in the boxes to the right) those which interest you.

A. C.C.V. LEARNING MODELS

1. CLUSTER

The College offers many types of learning support groups. The purpose of these groups is to provide personal, academic, and career counseling. You will join with other people from your geographic area to help each other define needs, develop skills for learning, and explore career possibilities. Often members will take part in other learning experiences, either as a part of or in addition to the support group. It also offers a good way for adult students to return to school after several years away from an academic setting.

2. WORK EXPERIENCE

In this model you will be able to participate in a work situation related to your learning at C.C.V. You may use your present job or find a job placement as a way of refining and developing skills and knowledge, preparing for advancement in an organization, or as a means of exploring and testing out new career possibilities. You will receive help from C.C.V. counselors and a work experience supervisor in planning learning objectives and outcomes.

3. CLASSROOM INSTRUCTION

Although classes are held in places far removed from the traditional setting (in churches, homes, offices, as well as schools), they represent a way for you to meet and interact regularly with an instructor and other people whose interests may be similar to your own. Classes also offer opportunities to develop skills, knowledge, and competence related to the subject matter of the course. You can actively participate in deciding the class content. C.C.V. publishes course lists three times a year for each of its semesters: fall, summer, and spring. Course offerings are varied and are designed to meet your needs and those of your community.

4. INDEPENDENT STUDIES

Is there a special subject that interests you? Independent Studies are a way for you to meet special learning needs not offered by regular classroom courses. This model will be appropriate for you if you are disciplined in your studies and can work well alone. With the help of college staff, an instructio or resource person is located, and together with them, you meet to arrange your project, refine goals, and discuss content, methods by which you will learn, and a schedule for meeting with the instructor or resource person.

5. EXPERIENTIAL MODEL

Learning can often occur in spontaneous and unpredictable ways. The experiential model offers you an opportunity to plan an experience with a counselor, participate in it, and evaluate the learning which occurs. For instance, you may be planning a camping trip. You may want to learn something about ecology, wildlife, living in a different environment, discovering new cultures, or just learning more about yourself as you travel.

B. OTHER LEARNING OPTIONS

C.C.V. also offers two other important avenues to learning:

A. *DEGREE AND PRE-DEGREE COURSES*

C.C.V. offers courses to help you put together your learning for a degree. (See the Student Handbook for more information.) The classes, or in some cases support groups, focus on the initial steps of career and goal exploration, planning for your degree, and later, developing a study plan where you learn about the format for writing a C.C.V. degree "contract", the ten areas of competence, and how to describe your learning in competence statements. While each office at C.C.V. handles degree planning in different ways, if you are interested in one or more aspects of it, a counselor will be able to explain how you might best approach working toward a degree.

B. *SUMMER RESIDENCY*

The residency program is a chance to break out of the daily patterns of life, a place to explore the countryside, get a different perspective of yourself, and meet new people. It takes place on a college campus over a consecutive two week period, usually during July, and you can attend for one week or both. You may live on campus or commute if you live nearby. Classes are held during the morning and afternoon. In addition, concerts, picnics, workshops and dances are scheduled as well as a "marketplace" each evening where you can share ideas and crafts with other people. Counselors will be available to supervise workshops to help you evaluate out-of-class experiences and to tie together summer residency experiences with your C.C.V. program.

C. STUDY PROGRESS PLAN

So far, the purpose of the Assessment and Planning sections has been to take you through a process which will help you identify your course of study. The final part of Planning is the Study Progress Plan. It is a form you will fill out each semester at C.C.V., each form becoming part of your student file. Since you may be new to the College, these first two sections have been extensive. However, the purpose has been to acquaint you with a process which, once learned, can be repeated each semester to increase self-reliance in your learning.

Part of your planning might also include financial needs, or if you are a veteran, information about veteran's benefits. Talk with a counselor if you need further help.

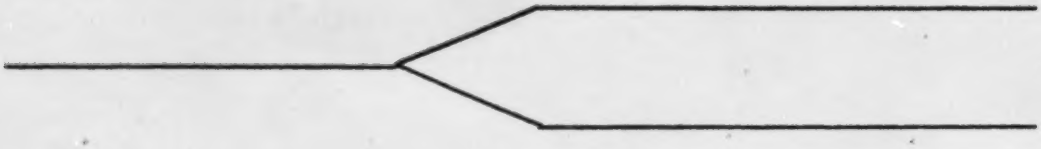
In the space below, list three of your most important goals as you see them now. Also list some of the alternatives or learning models you can choose for meeting them.

GOALS LEARNING MODELS

1.

2.

3.



A sample of the Study Progress Plan has been included on the following page. You will need to meet with a counselor to talk about your plans for each coming semester.

COMMUNITY COLLEGE OF VERMONT--STUDY PROGRESS PLAN

NAME: TERM:

ADDRESS: CCV REGION:

PHONE: HOME: WORK: TENTATIVE DATE FOR DEGREE:

AREA OF INTEREST:

PAST LEARNING RELEVANT TO YOUR AREA OF INTEREST:(JOBS, COURSES, INDEPENDENT STUDY, OTHER)

SAMPLE

LEARNING EXPERIENCES PLANNED THIS TERM: FOR RETURNING STUDENTS: RELATION TO DEGREE OR COMPETENCE:

COMPETENCE AREAS: INTERPERSONAL RELATIONS, KNOWLEDGE, COMMUNICATION, SELF-AWARENESS, ENVIRONMENT, CULTURAL/HISTORICAL AWARENESS, CREATIVITY, MANUAL/PHYSICAL, ANALYTICAL, COMMUNITY RELATIONS.

CURRENT INCOMPLETES: TENTATIVE DATE FOR COMPLETION:

Student's Signature Date

Counselor's Signature Date

EVALUATION
ASSESSMENT
PLANNING
IMPLEMENTATION

Implementation is the third phase of our learning process. You are now ready to begin studying, experiencing, reading, and learning new skills. This section will introduce you to some of the ideas and procedures for implementing your plans.

PART A. NEGOTIATING OBJECTIVES

PART B. PROCEDURES AND RESOURCE SUGGESTIONS FOR C.C.V. LEARNING MODELS

PART A. NEGOTIATING OBJECTIVES

At C.C.V., the content of every experience is expressed and written in the form of objectives that state what you, the student, will know or be able to do as a result of that experience. Because C.C.V. believes in a learning philosophy of self-reliance, efforts are made to help you "learn how to learn". Our experience has shown that adult learners can become more self-reliant when they are actively involved in planning their own learning. As a result, we feel that both students and instructors can contribute to the formulation of these objectives.

In planning a learning experience, many instructors will have a list of objectives (ideas and skills to be learned, required projects, methods of learning, books to be read, etc.) they feel are appropriate. Instructors are then asked to help students assess their needs and goals, and together, the group arrives at a revised set of objectives. This does not normally mean that you will "tell" an instructor what to teach or how to teach, but it may mean that the instructor's initial plan will be modified to include some of your ideas.

The following page contains a list of questions for you to think about and answer whenever you are beginning a new learning experience. If you have thought about your needs before going to the first class you will be better prepared to actively participate in negotiating objectives.

NEGOTIATING OBJECTIVES

Relating the learning experience to your job or life:

1. What do you bring to the learning experience: what have you done in the past that is related to this experience?

2. Is this experience in any way related to a job you have or want to do? To your goals?

Content:

3. What specific content areas do you want to learn about?

4. Is there a special project you wish to accomplish?

5. If you are a degree student, in which of the ten areas of competence would you like to gain additional skills or knowledge?

Methods:

6. Which methods of learning are best for you: group discussions, activities, reading, research, writing, listening, watching films? Will the learning experience strengthen any learning weaknesses?

7. How much time can you spend doing out of class work?

Putting the learning experience to use:

8. How might what you learn be put to use? List three ways you intend to use your new learning.

B. PROCEDURES AND RESOURCES

It is important here to restate that the process you have been going through is used not only in your degree planning, but may also be used in each learning experience and in individual problem solving as well. It means that as you begin each new learning experience, you may be going through steps similar to those you've already learned about in Parts One and Two of this book. Again, the purpose is to give you a tool for "learning to learn" and to encourage active participation in your own learning.

The procedures and resource suggestions outlined on the following pages serve to introduce some general guidelines for implementing your chosen plans.

A Note on Resources

To support your learning experiences, there are resources available all around you both within C.C.V. and outside of it - people, agencies, businesses, books, films, radio and television programs, as well as your own self. At your C.C.V. office a resource file is being developed with listings of agencies and businesses, human resources, print and non-print resources, internships and on-the-job learning opportunities for most areas of study.

Counselors are available to help you assess where you are as well as plan your program. They have various resources and tools to help you identify your strengths and areas for study.

Since we are a college that uses the community as our campus, the public libraries are our libraries. Not only can your local library provide you with its reference and reading materials, but you can receive, usually within ten days, any library book within the state of Vermont through the Inter-library loan system. All you need to do is request the needed book through your local librarian.

1. CLUSTER

Procedures	Resource Suggestions
1. Register for Learning Support Group as one of your learning experiences.	If you are applying for financial aid or veteran's benefits, see your counselor.
2. Meet with instructor and group on a regular basis. At first meeting discuss class content, methods, objectives.	See Negotiating Objectives in this section.
3. Attend meetings on a regular basis. Some topics might be: values clarification, career exploration of some of the ten areas of competence, journal writing.	- Learn about local libraries and inter-library loan system for future learning experiences. Become familiar with local agencies and organizations. - Become familiar with C.C.V. Resource File of people, organizations, audio-visual aids, books, etc.
4. On-going evaluation and final written evaluation.	See Evaluation Part 4.

2. WORK EXPERIENCE

Procedures	Resource Suggestions
1. Meet with C.C.V. counselor to discuss goals as they relate to work experience. Register.	If you are applying for financial aid or veteran's benefits, see your counselor.
2. You will contact a prospective supervisor. All three will meet to formalize objectives, write job description, agree upon completion requirements.	Talk with C.C.V. staff about local agencies and organizations. Initial contact may be by letter, phone, or in person. See Negotiating Objectives in this section.
3. Participate in the experience. Meet regularly with supervisor. Counseling support is available if needed for both you and your supervisor.	- Research into books concerning theory of your field. - Look into current research being done in your field. - Investigate periodicals and magazines in the field. - Contact other people, agencies, in the field. - C.C.V. Resource File.
4. Receive on-going evaluation from supervisor. At the end, evaluate learning and complete evaluation forms.	See Evaluation Part 4.

3. CLASSROOM

Procedures	Resource Suggestions
1. Become familiar with courses in course list, make choices of learning experiences, meet with counselor if necessary. Register.	If applying for financial aid or veteran's benefits, see your counselor.
2. Meet regularly with class and instructor. First meeting discuss class content, methods, objectives.	See Negotiating Objectives in this section.
3. Attend classes, plan and implement projects, reading, research homework, papers, etc.	- Become familiar with local libraries and inter-library loan system for research purposes and use of print (books, reference materials, pamphlets, magazines, etc.) and non-print (films, records, tapes, etc.) resources. - Look into literature published by agencies and business groups. - Appropriate TV and radio programs. - C.C.V. Resource File and specialists in your area.
4. On-going and final evaluations of what has been learned. Write final evaluation and turn in to instructor.	See Evaluation Part 4.

4. INDEPENDENT STUDY

Procedures	Resource Suggestions
1. Meet with counselor to discuss learning styles and needs as they relate to working independently. Register.	If applying for financial aid or veteran's benefits, see your counslor.
2. Plan learning experience with a counselor and C.C.V. instructor or resource person. Discuss possible resources, determine content and methods, number of times to meet with instructor or resource person.	See Negotiating Objectives in this section. Talk with C.C.V. regional staff about locating appropriate instructor or resource person.
3. Implement projects, reading, research, etc. Meet periodically with instructor or resource person. Counseling support provided.	- Become familiar with local libraries and inter-library loan system for research purposes and use of print (books, reference materials, pamphlets, magazines, etc.) and non-print (films, records, tapes, etc.) resources.
4. On-going and final evaluations. Final evaluation to be written and turned into the College. In addition, a final meeting with the instructor or resource person may be held.	See Evaluation Part 4.

5. EXPERIENTIAL

Procedures	Resource Suggestions
1. Meet with counselor to identify learning needs and why you wish to use an experiential learning model. Register.	If applying for financial aid or veterans benefits, see your counselor.
2. Plan learning experience with counselor. Discuss outcomes and process of learning.	See Negotiating Objectives in this section.
3. Become invovled in learning experience.	Before, during, or after the experience: - Search out important people, books, films, records, etc. relevant to your experience. - C.C.V. Resource file.
4. Meet with counselor to reflect on the experience to determine the learning which has occurred. If you wish formal recognition, fill out C.C.V. evaluation forms.	See Evaluation Part 4.

In addition to the five learning models, procedures are also included for Pre-Degree and Degree Planning and for the Summer Residency Program. Talk with a counselor about the procedures used in your region.

A. PRE-DEGREE AND DEGREE PLANNING

Procedures	Resource Suggestions
1. Meet with counselor or attend workshop to determine your readiness to undertake writing a study plan. Register for pre-degree or degree planning group.	If applying for financial aid or veterans benefits, see your counselor.
2. Meet with instructor and group on a regular basis. Decide methods for learning.	See Negotiating Objectives in this section.
3. Pre-Degree Planning: These groups have different names in each CCV region (Learning Support Group, Self-Exploration/Planning, etc.). They include work with values and goals clarification, interests and skills, and research into your field of study.	- Become familiar with local libraries for research into careers and areas of study. - Look through college catalogs for ideas on areas of study. - Investigate skills and knowledge necessary for your goals through direct contact with people and agencies.
Degree Planning: Learn format of degree plan/contact. Write rough draft for study plan including narrative, learning experience list, competence statements. Begin to collect documentation. Turn in rough draft at the end and schedule initial meeting with Local Review Committee (LRC). Following semesters may include developing your study plan further, either individually (in some regions) or as part of a group, getting ready for a meeting with LRC, following through on their suggestions, finalizing study plan.	- If you plan to transfer to a four year school, do research into its requirements. - Meet with a practitioner in your field.
4. On-going evaluation and final written evaluations to be turned in to your instructor.	See Evaluation Part 4.

B. SUMMER RESIDENCY PROGRAM

Procedures	Resource Suggestions
1. Become familiar with courses and experiences offered (course list, summer). Select courses and register for one week or two. Meet with a counselor to talk about your plans.	If applying for financial aid or veterans benefits, see your counselor.
2. Attend orientation on Sunday of the week(s) you participate in Summer Residency. Plan workshops and experiential learning. In each class, (beginning Monday) plan learning objectives for the week.	See Negotiating Objectives in this section.
3. Attend classes, workshops, activities, marketplace, Counseling support provided.	- Bring your own important resources such as journals, creative writing, crafts, books on subjects you will be studying. - Become familiar with the college library on campus. Look into films, records, tapes, etc. - Take advantage of the people around you.
4. Write evaluations for each classroom experience. Counselors are available to help you evaluate learning outside of class.	See Evaluation Part 4.

EVALUATION
ASSESSMENT
PLANNING
IMPLEMENTATION

Evaluation is the fourth stage in this learning process. If you will look again at the picture in the Introduction, you will notice that evaluation is not really an ending. Evaluation is simply a way to look at what you are learning, and that is taking place all of the time. But evaluation does give you a way, at the end of a learning experience, to pull together and write a formal statement of your learning for that term. It also provides you with new information to re-assess where you are now. You may not need to complete as extensive an assessment as you have done in this book, but you will want to go back periodically during your time at C.C.V. to discover the changes which have occurred and to re-order your goals and priorities. You can also further develop your skills in assessment, planning, implementation, and evaluation as you go through each term. You may find your goals have changed, or you might simply want to try out different learning models to discover new ideas about "what" and "how" you learn. The process is one way to strengthen your learning skills for life.

EVALUATION PROCESS

When C.C.V. talks about evaluation it is important for you to understand what is meant. It has two parts:

1. the process by which you determine the value or worth of something you have learned in terms of what you set out to learn.

2. the completed statement resulting from this process which becomes your official college record of what has been learned and how well it was learned.

The Process

At the beginning of each learning experience, students and teachers agree upon a set of course objectives, that is, what you should know or be able to do. Your active participation in the setting of these objectives insures learning which will be of value to you.

In the middle of the course, objectives are reviewed to make sure thay are still valid and indicate the direction you want to take. Revisions should be made when necessary.

At the end of the course, objectives are reviewed again to determine how well they were met.

The Statement

Each student and teacher is asked to record the results of this process on an evaluation form which becomes a kind of "narrative grade" that is part of the transcript. Students complete their statements during the final class session after a class discussion. They are turned in to the instructor. All forms are returned to the College, and within two weeks copies of the completed form are sent to the student.

WRITING YOUR NARRATIVE STATEMENT

Evaluation forms differ slightly in each CCV region. However, the purpose is to describe and be as specific as possible, about the learning which has occurred as a result of a given learning experience. The following questions are designed to help you prepare to write a narrative evaluation.

Do <u>not</u> use the answers to these questions directly on your narrative but as a way to think about your learning before you write. The final statement should be in paragraph form, should be well thought out, clearly reflect your learning, and should be well written. Also, please remember that the final form becomes the basis for your transcript, and if you decide to attend another college in the future, it will be sent as a record of your work at C.C.V.

Using a copy of your Study Progress Plan and the course objectives as a reference, please answer the following questions:

1. What is it you have learned, or what do you now know or are able to do as a result of the learning experience? Be specific.

2. How have you demonstrated what you have learned?

3. How is that learning related to your goal or to any of the ten areas of competence?

4. Did you do additional work or a project? Describe.

5. Did you learn anything you didn't expect to learn? What?

6. What learning skills (group discussions, activities, reading, writing, research, listening, watching, etc.) did you strengthen? How?

7. Have you achieved your original objectives?

8. As a result of this learning experience, have you identified needs for further study?

A word in parting...

We hope you have found the Student Progress Portfolio useful in helping you better understand yourself and your goals. We also hope this introduction to the C.C.V. learning process has given you ways to achieve those goals and strengthen life-long learning skills. Your comments and suggestions about the book (things you liked/did not like, things you found useful or not) would be greatly appreciated.

Happy learning!

STUDENT RECORD

This final section is a place for you to keep copies of your important C.C.V. papers: Study Progress Plans, end-of-course evaluations, Local Review Committee letters, assessment exercises you may have completed in your studies. Also included are record keeping sheets where you can list your learning experiences and other important information.

STUDENT RECORD

PAST RELEVANT LEARNING EXPERIENCE (jobs, courses, independent study, other.)

Learning Experiences At C.C.V.	Learning	Further Learning Needed	Term	Completed?

STUDENT RECORD

LOCAL REVIEW COMMITTEE MEETINGS	DATE
Suggestions from Committee:	
-NOTES-	

UNIV[illegible] OF CALIF.
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OCT 12 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES